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AUTHOR Young, Johnny
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ABSTRACT

A review of research suggesting that career development and growth toward self-actualization among minority students may be delayed by environmental conditions is followed by the presentation of a planned career guidance program for minority college students. The formulation of course goals based on responses of 467 minority college students to the Counseling Needs Assessment Survey is described. Course modules designed to deal with each of 11 identified needs are discussed. The career guidance course curriculum is presented, beginning with the administration of the "Strength Barrage" and the California Occupational Preference System, along with strategies for examining jobs and career interests through use of the Occupational Outlook Handbook and by on-site job visits with adult role models. A randomized summary of course perceptions and evaluations of 247 students is included, as well as recommendations for offering the course to all upperclassmen. (NRB)

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Career Guidance Strategies For Minority High School and College Students

Johnny Young, Ed.D

P. O. Box 11207

Southern University

Baton Rouge, LA. 70813

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Running head: Career Development

Career Guidance Strategies for Minority
High School and College Students

In recent years, a large number of colleges and universities have witnessed an influx of students who seem to be academically weak, poorly motivated, and ill-prepared to enter the world of work or to do quality college work (Chickering, 1977; Newsletter of the Society of Ethnic and Special Studies, 1979).

Flowers (1975) had already suggested that students with unclear and unrealistic personal-social, vocational and educational goals fail more often than those with clear and realistic goals. McClelland implied that minority students, whom he believes have not yet learned the high achievement motive, are not motivated highly enough to explore and select clear and realistic goals.

Maslow (1943), Crites (1969), and LoCascio (1974) have theorized that low socioeconomic conditions have a negative effect on career development and growth toward self-actualization among minority students.

White (1980), Jolly (1979), and Ganley and Harris (1979) seem to have joined Maslow, Crites and LoCascio and speculated that conditions in low socioeconomic environments cause these individuals to develop negative attitudes toward- and negative perceptions of- themselves, career guidance activities, and toward other learning experiences.

In fact, Jolly K., and Ganley and Harris found that individuals who dislike themselves tend to batter each other and their children more often than those individuals who feel good about themselves.

Several other researchers (Flowers, 1975; Morris, 1975; Festinger, 1957; & Ellis, 1977) have implied that conditions in low income environments precipitate non-assertive behavior, lack of self confidence, and low feelings of self-esteem among the individuals living in these environments. As a result, the researchers believe that students coming from these low income environments encounter extensive feelings of frustration, fear, anxiety, boredom in the classroom, depression, anger, physical fatigue, and stress.

In terms of self-confidence, personnel in the U.S. Labor Department (1980) found that Black youth who were confident about their goals during 1966 earned on an average of $931.00 more in 1969 than Black youths with low aspirations and little self-confidence. The personnel urged high school and college counselors to determine at which levels and at what ages success-proned attitudes might be instilled in minority youths most effectively. In fact, the personnel added, "The potential role of educational systems in instilling success-proned attitudes in their students is of obvious significance" (p. C).

Several career guidance researchers and theorists have hypothesized that while the career development and growth toward self-actualization among minority students may be delayed by conditions in their environments, these two major dependent variables can be catalyzed via a planned career guidance program which is specifically designed to satisfy the career development needs of the students concerned (Hansen,

1977; Simpson, 1974; Bolton, 1972; Flowers, 1975; Morris, 1975; McClelland, 1965; Maslow, 1943, 1967; Smith, Atherton, Geoffray, & Geriordi, 1979; Wolpe, 1958; Lazarus & Abroamvitz, 1962; Super, 1953). Wolpe found that when pleasant and enjoyable experiences are paired with frustration, fear, or anxiety-producing experiences, these latter emotions become desensitized. Toldson and Pasteur (1976) found that the experiences which minority students, especially Black students, have been found to be pleasurable and enjoyable are those blended with popular disc recordings, etc. The use of popular disc recordings, while implementing career guidance activities, tend to serve three major purposes: One, the students envolved in the programs may improve their interpersonal communication skills by paraphrasing the words of the disc recordings. Two, the students may relate the meaning of the disc recordings to their personal needs. Third, the sound and beat of the disc recordings tend to have a desensitizing effect on students' feelings of frustration, fear, anxiety, and boredom with cognitive learning experiences.

Barnett, Callison, and Seqrist (1980), p. C) recently advised, "The needs of students form the basis for all educational programs." Implicit here is that prior to planning and implementing a career guidance program for any students, their career development needs must be assessed and prioritized. Hansen defines career guidance as a systematic program involving counselors, teachers, and others working in career education which is designed to increase the individual's knowledge of self, occupations, ..., employability skills and the decision-making process and which helps the individual gain self-direction

through purposefully and consciously integrating work, family, leisure and community roles" (p. 39).

With the above in mind, the general purpose of this course was to determine the effects of a career guidance course on career development and growth toward self-actualization among minority college students at Southern University, Baton Rouge, Louisiana. In this study, career development is interpreted to mean "success-proned attitudes" of the students — their perceptions of themselves and of the course. The term self-actualization is used to mean the "Good Standing" status of the students. Some career development needs of the minority students and some research findings and assumptions are presented below.

Career Development Needs and Research Findings/Assumptions

Career Development Needs of the Students. During Spring, 1978, a Counseling Needs Assessment Survey was revised (with permission from the Louisiana State Department of Education) and administered to 467 minority college students (346 freshmen and 121 seniors) at Southern University, Baton Rouge, Louisiana, so that career guidance modules could be developed to deal with specific dependent variables related to the students' career development needs. Table 1 shows the students' "strong career development needs."

Recently, high school counselors administered an instrument to their students entitled Counseling and Guidance Needs of Junior and Senior High School Students. (Table 2). A comparison of the students' career development needs (Tables 1 & 2) tends to lead one to infer that the needs of the minority college students (Table 1) and those of the junior and senior high school students (Table 2) may not be very

Table 1. Hierarchy of Career Development Needs of the Subjects

Students Needing To:	Freshmen (N = 346)		Seniors (N = 121)	
	N	%	N	%
1. Get some on-the job experiences in their major areas	295	86.0	68	57.1
2. Do an in-depth exploration of job which relate to their majors	265	77.2	69	58.0
3. Visit with people employed in their major areas	254.	73.8	48	40.3
4. Know more about graduation requirements	246	70.4	66	54.5
5. Become aware of the future of jobs in their major areas	228	70.3	62	54.8
6. Develop effective study skills	233	70.0	63	56.2
7. Know what jobs are available locally	220	64.3	80	68.3
8. Know how to prepare for jobs in which they're interested	221	63.3	60	49.5
9. Have actual on-the-job experience in their major areas	215	62.8	64	54.2
10. Get help in finding summer employment	201	58.0	67	55.3
11. Develop alternative career plans	199	7.0	58	48.7
12. Become aware of educational alternatives after graduation	191	55.6	66	55.9

Table 1 (cont'd)

Students Needing To:	Freshmen (N = 346) N	Freshmen (N = 346) %	Seniors (N = 121) N	Seniors (N = 121) %
13. Know how to be assertive during a job interview	190	54.2	61	50.4
14. Understand what they can realistically do	185	52.8	52	42.9
15. Know how the courses they take relate to their career choices	178	51.5	38	31.4
16. Set realistic goals in life	175	50.4	42	34.7
17. Learn how to take standardized tests	172	49.1	61	50.4
18. Become more fully aware of guidance services available on campus	168	48.7	53	43.8
19. Learn how to budget their time more wisely	163	46.9	42	35.2
20. Know how their values relate to their career choices	162	46.5	52	42.9
21. Discuss legal rights surrounding contracts, different kinds of insurance, and marriage	144	44.8	59	52.6
22. Know about financial aid	154	44.1	54	44.6
23. Have standardized test scores explained to them	148	42.6	50	41.3
24. Understand their abilities, interests, and other characteristics	146	42.0	38	31.4
25. Understand how work affects their lives	145	41.4	33	27.5

Table 1 (cont'd)

Students Needing To:	Freshmen (N = 346) N	Freshmen (N = 346) %	Seniors (N = 112) N	Seniors (N = 112) %
26. Get to know the counselors on campus better	138	39.6	39	32.7
27. Understand teachers better	113	37.6	18	15.1
28. Become a better listener and respond to others more assertively	123	35.3	22	18.3
29. Attain better relationships with professors	120	34.3	35	28.9
30. Receive career counseling about jobs which discriminate because of race or sex	111	32.1	39	32.5
31. Develop more self-confidence	109	31.3	23	19.1
32. Learn how to independently state their views	107	30.9	24	20.5
33. Learn how to tell others how they feel in an assertive way	102	29.3	21	17.6
34. Have someone listen to their concerns	98	23.1	24	19.8
35. Learn how to adapt to change	89	27.6	29	25.6
36. Learn to trust others	82	24.0	27	22.6
37. Learn how to make decisions	82	24.0	21	17.3
38. Learn how their feelings influence their actions	79	22.7	20	16.6
39. Understand, accept, and like themselves better	79	22.7	14	11.5
40. Discuss personal concerns with a professional counselor	77	22.0	13	10.7

Table 1 (cont'd)

Students Needing To:	Freshmen (N = 346) N	Freshmen (N = 346) %	Seniors (N = 121) N	Seniors (N = 121) %
41. Develop more effective interpersonal relationships with the opposite sex	71	20.4	13	10.7
42. Understand adults better	70	20.4	17	14.2
43. Become more tolerant of persons whose views differ from theirs	68	19.6	21	17.8
44. Develop friendships with the opposite sex	59	17.0	16	13.2
45. Learn to be more self-disciplined	57	16.3	12	9.4
46. Learn to respect other persons' point of view	55	16.0	12	10.0
47. Explore alternatives to alcohol and drugs	49	14.0	12	9.9

Table 2. COUNSELING AND GUIDANCE NEEDS ASSESSMENT INVENTORY

Importance of Needs					Junior and Senior High School Students	Satisfaction of Needs				
Low	Low - Moderate	Moderate	Moderate - High	High		Little	Below Average	Average	Above Average	Complete
L	LM	M	MH	H		1	2	3	4	5

I need:

1. To know what prior training would be good for a particular profession.
2. A counselor to discuss my school records with me.
3. Help to identify my abilities.
4. To understand the reasons why people work.
5. To learn how to prepare for careers in which I am interested.
6. To be interested in my classes.
7. To talk abour personal concerns with my counselors.
8. To know what kind of work dropouts get.
9. To learn to be more accepting of my appearance.
10. To find courses relevant to my future.
11. To accept my physical growth and sexual development.
12. To know what kind of jobs graduates obtain.
13. To be able to trust and share my real feelings with my school counselor.
14. Help adjusting to new school situations.
15. To know what steps to take to get into college.
16. To learn what career training is available to me while I am in high school.
17. To know how to solve problems with my parents.
18. To know more about my academic weaknesses.
19. To get more information on vocational schools.
20. To have good study conditions at home.
21. To learn how occupations can affect my future way of life.
22. To understand why I am doing poor in school work and learn how to improve my studies.
23. To understand, accept, and like myself better.
24. To relate my interest and abilities to my future career plans.
25. To be a better listener.
26. To learn about local employment opportunities.
27. To improve relationships with my teachers.
28. To understand how my feelings affect my work.
29. To know more about educational requirements.
30. To locate sex information materials.
31. To know the employment outlook for my career interests areas.
32. Help to develop self confidence.
33. To learn to tell others how I feel.
34. Help in understanding what is important to me now and in the future.
35. More personal information to aid in my decision making.

different, which lends support to Maslow's, Crites' and LoCascio's notion that college students from low socioeconomic backgrounds have delayed career development and self-actualization. Some research findings or assumptions will follow.

Research Findings/Assumptions. Bartnett et al. and Hansen recommended earlier that once the career development needs of students have been assessed and prioritized, steps should be taken to achieve in the area of "Self-knowledge" (Hansen, p. 39). Simpson adds, "Self-knowledge is key to developing self-direction, planning one's life, choosing a career, choosing a spouse or marital partner, and relating to others" (p. 21). Bolton found that "Individuals with positive attitudes toward- and positive perceptives of- themselves will develop their potentialities, deepen their aspirations, and increase their motivation to learn" (p. 3). Personnel in the U.S. Department of Labor conclude, "Self-confidence is key to success on the job" (p. C). Jolly K. found that individuals who feel good about themselves do not batter each other nor their children as readily as do individuals who feel inadequate. Ganley and Harris received similar results from their research. Flowers and Morris believe that not only do assertive individuals select clearer and more realistic goals, but the assertive individuals take steps to achieve their goals. These individuals also tend to feel less frustrated, less anxious, more confident about achieving their goals, and get along better with others in the home, on the job, and in the community. Wolpe, Lazarus and Abramovitz theorized that relaxation training desensitizes feelings of frustration, fear anxiety, depression, anger, boredom found in the classroom, physical

fatigue and stress. McClelland and Maslow implied that individuals will become more highly motivated to pursue all of thier endeavors and grow toward self-actualization when significant others are responsive to their physical and phychological needs. Maslow and McClelland had already suggested that developing the high achievement motive and developing effective leadership skills are indicative of becoming self-actualized.

While students may achieve in the area of vocational and educational decision-making by studying jobs in the Occupational Outlook Handbook, Super (1953) theorizes that they may be helped to become more realistic in their vocational choices by visiting with adult role models in the real work environment. Specifically, Super, in proposing his initial theory of vocational development theorized that vocational self-concepts develop on the basis of the observations and identifications students make by visiting with significant adult role models in the real work environment. Smith et al. conclude that prospective job seekers need to develop job-seeking skills — they offer a job-seeking skills course which is tailored to the task.

In summary, open-enrollment policies have made it possible for any student with a high school diploma to enroll in colleges and universities. Colleges and universities are experiencing an influx of students who may not have enrolled in college if it were not for the open-enrollment policies. Specifically, the colleges and universities are experiencing an influx of students from low socioeconomic backgrounds whose career development and self-actualization have been delayed. This condition seems to have had a negative effect on the personal-social, vocational,

and educational achievement of these students. Though, delayed, the above assumptions and research findings suggest that career development and self-actualization can be catalized among low socioeconomic students provided a career guidance program is designed to deal with specific dependent variables which are related to their career development, physical, and psychological needs (Maslow, 1943, 1967). Some specific dependent variables which are related to the above needs of the students (Table 1) are presented below.

Dependent Variables of The Course

In light of the above career development needs, (Table 1) assumptions and research findings, the following dependent variables of the program are presented:

1. Self-knowledge
2. Self-confidence
3. Assertiveness
4. Achievement Motivation (Success-proned attitudes)
5. Occupational knowledge (career cluster assessment, how to study jobs, career exploration — Occupational Outlook Handbook & on-site job observation)
6. Collaborative Decision-making
7. Positive thinking
8. Relaxation
9. Effective Leadership skills development
10. Effective study methods acquisition
11. Job-seeking skills acquisition

Procedure

Once the above dependent variables were delineated, counselors of the

Comprehensive Counseling Center at Southern University where up to 95% of the student body comes from low socioeconomic backgrounds, developed modules dealing with each of the above dependent variables. However, by Fall, 1979, it has become apparent that only a small number of the institution's 8,000-plus students were not volunteering themselves to participate in the career guidance course. With this in mind, the coordinator of the Counseling Center plannes and executed the following procedures:

Sent a list of the above modules to instructors on campus so that they could select the modules they would like to have a counselor present in their classes.

A proposal was approved by the Vice-Chancellor for Academic Affairs go give one academic hour of credit to 317 upperclassmen who were on academic probation. Specifically, a contingency for being permitted to remain at the university was for the student's to agree to take the career guidance (CED 200) course along with twelve hours of regular subject matter - 247 of the above students chose to take the strategies and 70 chose to serve as a control group.

Upon receiving approval to execute plans of the above proposal, the above 247 students were advised to begin attending classes. Some procedures of the course will follow.

Bolton, Festinger, Ellis and Simpson seem to agree that self-knowledge, self-acceptance, and self-confidence evolve from a process in which each individual internalizes his own positive attitudes toward- and positive perceptions of- himself (Exhibit 1) including those attitudes and perceptions he receives from others in his group (Exhibit 2). A group setting in which the individual indicates his positive attitudes

EXHIBIT I

HOW DO YOU SEE YOURSELF?

Let's dive in and start with something that should be easy for you—identifying your own unique set of personal characteristics. The English language contains literally thousands of words that describe people and their behavior. On this page and the next is a lengthy list of characteristics, taken mostly from Reaching Out: Interpersonal effectiveness and self-actualization by David W. Johnson. Read through the list carefully, and circle all the words that describe you fairly well.

able	controlled	fair	innovative
accepting	courageous	fearful	insecure
adaptable	cranky	flexible	insensitive
affectionate	creative	flirtatious	insincere
aggressive	critical	foolish	intelligent
ambitious	cynical	frank	introverted
analytical	defensive	free	intuitive
annoying	demanding	friendly	irresponsible
anxious	dependable	gentle	irritable
attractive	dependent	giving	jealous
authentic	derogatory	greedy	jovial
authoritative	determined	gruff	judgmental
belligerent	disciplined	guilty	juvenile
bitter	docile	gullible	kind
brave	dogged	happy	knowledgeable
calm	dominant	hard	lazy
carefree	domineering	hardworking	leader
careless	dreamy	helpful	learned
caring	dutiful	helpless	liberal

charismatic	dynamic	honest	logical
cheerful	effervescent	hostile	lonely
clever	efficient	idealistic	loner
cold	egocentric	imaginative	loving
competent	elusive	immature	maladjusted
complex	empathetic	impressionable	malicious
compulsive	emotional	inconsiderate	manipulative
confident	energetic	independent	materialistic
conforming	extroverted	inhibited	maternal
mature	powerful	satisfied	stubborn
modest	precise	scientific	submissive
mistrustful	pretending	searching	successful
mystical	pretentious	secure	suspicious
naive	principled	self-accepting	sympathetic
narcissistic	productive	self-actualizing	tactful
negative	progressive	self-assertive	temperamental
nervous	protective	self-aware	tender
neurotic	proud	self-centered	tense
noisy	quarrelsome	self-conscious	thoughtful
normal	quiet	self-effacing	tough
objective	radical	self-indulgent	trusting
observant	rational	selfish	trustworthy
open	rationalizing	self-loving	unassuming
optimistic	realistic	self-respecting	unaware
organized	reasonable	self-righteous	unconcerned
original	reassuring	sensible	uncontrolled
overburdened	rebellious	sensitive	understanding
overconfident	reflective	sensuous	unhappy
overconforming	regretful	sentimental	unpredictable
overemotional	rejecting	serious	unreasonable
overprotecting	relaxed	sexy	unstructured

passive
paternal
patient
perceptive
perfectionist
persuasive
pessimistic
petty
playful
pleasant
pompous
reliable
religious
remote
resentful
reserved
respected
respectful
responsible
responsive
rigid
sarcastic
shy
silent
silly
simple
sinful
skillful
sociable
spontaneous
stable
strained
strong
useful
vain
vulnerable
warm
well-adjusted
well-rounded
willful
wise
wishful
withdrawn
witty
worried
youthful

EXHIBIT II

HOW DO OTHERS SEE YOU?

The preceding exercise probably gave you a little better understanding of yourself. However, your self-image may be inaccurate; you might be fooling yourself, or you might be overlooking some things. That is why it's important for you to do some reality testing by gathering information from other people. This time pick someone you think knows you very well, and ask that person to circle all the words he/she thinks describes you. Compare responses in the two exercises and discuss the differences.

able	controlled	fair	innovative
accepting	courageous	fearful	insecure
adaptable	cranky	flexible	insensitive
affectionate	creative	flirtatious	insincere
aggressive	critical	foolish	intelligent
ambitious	cynical	frank	introverted
analytical	defensive	free	intuitive
annoying	demanding	friendly	irresponsible
anxious	dependable	gentle	irritable
attractive	dependent	giving	jealous
authentic	derogatory	greedy	jovial
authoritative	determined	gruff	judgmental
belligerent	disciplined	guilty	juvenile
bitter	docile	gullible	kind
brave	dogged	happy	knowledgeable
calm	dominant	hard	lazy
carefree	domineering	hardworking	leader
careless	dreamy	helpful	learned
caring	dutiful	helpless	liberal

charismatic	dynamic	honest	logical
cheerful	effervescent	hostile	lonely
clever	efficient	idealistic	loner
cold	egocentric	imaginative	loving
competent	elusive	immature	maladjusted
complex	empathetic	impressionable	malicious
compulsive	emotional	inconsiderate	manipulative
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conforming	extroverted	inhibited	maternal
mature	powerful	satisfied	stubborn
modest	precise	scientific	submissive
mistrustful	prentending	searching	successful
mystical	pretentious	secure	suspicious
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narcissistic	productive	self-actualizing	tactful
negative	progressive	self-assertive	temperamental
nervous	protective	self-aware	tender
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open	rationalizing	self-loving	unassuming
optimistic	realistic	self-respecting	unaware
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original	reassuring	sensible	uncontrolled
overburdened	rebellious	sensitive	understanding
overconfident	reflective	sensuous	unhappy
overconforming	regretful	sentimental	unpredictable
overemotional	rejecting	serious	unreasonable
overprotecting	relaxed	sexy	unstructured

passive
paternal
patient
perceptive
perfectionist
persuasive
pessimistic
petty
playful
pleasant
pompous
reliable
religious
remote
resentful
reserved
respected
respectful
responsible
responsive
rigid
sarcastic
shy
silent
silly
simple
sinful
skillful
sociable
spontaneous
stable
strained
strong
useful
vain
vulnerable
warm
well-adjusted
well-rounded
willful
wise
wishful
withdrawn
witty
worried
youthful

EXHIBIT III

WHO ARE YOU?

On the preceding pages you have explored many different facets of your personality that overlap and fit together into an organized, generally well-integrated whole. To help summarize this Identity Workbook, try to answer that profound and perplexing question, Who are you? Consider what you have learned in this section about your personal characteristics, your interests, your values, and so on, and give a brief but comprehensive description of yourself.

toward- and positive perceptions of- himself is called the "Strength Barrage." It is also within the "Strength Barrage" that the individual receives positive perceptions (strokes) from other members of the group. (How Do Others See You — Exhibit 2) The individual compares his own perceptions of himself with those he receives from others in the group and prepares a summary of the perceptions, which answers the question: "Who Are You?" (Exhibits 1, 2, & 3) (Simpson, 1974).

After all of the students completed the "Strength Barrage", they took the California Occupational Preference System, a measure of their high career cluster interests. This activity was followed by having the students learn how to study jobs so that they could explore their high career interests via: (a) the Occupational Outlook Handbook, (b) visiting with significant adult role models employed in their high career interest areas in the community. At the beginning of each succeeding class meeting, one or two students, who had made on-site-job observations, were permitted to share their experiences with the class — the class would proceed in achieving objectives of other modules listed above.

Evaluation

The course was evaluated in the following ways:

By having the students who took the course turn in their written perceptions of the effectiveness of the course.

By obtaining a computer print-out from the university's Computer Center showing the following:

(a) the number and percentage of students who took the course and earned semester grades which caused their status to change from "Probation" to "Good Standing".

(b) the number and percentage of students who did not take the course and also earned semester grades which caused their status to change from "Probation" to "Good Standing".

A randomized summary of the students' perceptions, including a table showing a comparison of the performance of the seventy students who took the course and the twenty-four who did not, will be presented below.

Randomized summary of the students' perceptions of the course. "I would like to see more students take the course." I'm really gonna miss you and the class. "The class was fun." "I have really enjoyed taking this course, it helped to develop a more assertive and positive attitude of myself and life." "The course has really inspired me." "I learned how to manage my life better." "The course has been a most rewarding experience." "The course made me feel a sense of belongingness." "This course was thoroughly stimulating—I especially enjoyed the discussions on assertiveness." "The course helped me develop more confidence in myself." "The course helped me to learn more about myself and to be more determined to achieve my goals in life." "This was the best course I had this semester." "The course helped me to find myself." "The course helped me learn a lot about people." "I learned how to study better." "I learned how to relax my body." "The course helped me to look at my strengths." "All students at Southern University should

be required to take the course."

Table 3. Comparison of Numbers and Percentages of Students Who Earned "Good Standing" Among the Two Groups

Students Who Took The Career Guidance Course (N = 247)		Students Who Did Not Take the Career Guidance Course (N = 70)	
Earned "Good Standing" Status		Earned "Good Standing" Status	
N	%	N	%
102	41.3	10	14.3

From an administrative and an experimentalist point of view, the effectiveness of this course is contingent on the number and percentage of students who took the course and go on to graduate from Southern University. However, while the experimenters are receptive to the idea of persistence being an ultimate outcome of such a course, their major focus was to demonstrate the fact that affective education can be used to catalyze career development and growth toward self-actualization. In this sense, whether students who take such a course graduate or not, they can learn certain interpersonal skills that will be beneficial to them as humans. The results also provide implications for high school counselors working with minority students.

An inference that was drawn from the fact that a larger number and percentage of students who took the career guidance course earned "Good Standing" status than those who did not and from the students' perceptions of the course is that the course was effective. That is, the course seems to have influenced "success-proned attitudes" (achievement in career development) and "Good Standing" status among the students (self-actuali

zation--twelve of the students who achieved "Good Standing" status made the Honor's Roll (GPAs: 3.00, 3.08, 3.10, 3.11, 3.23, 3.30, 3.33, 3.35, 3.42, 3.45, 3.54, & 3.70)

Recommendations

While a significant number of the 247 students who took the career guidance course (102) achieved "Good Standing" status and seemd to have the ability to persist in college, little more than half of the students (145) failed to get their names off the Probation List. The latter group of students may find it more practical to select endeavors which do not require college preparation.

While the second group of student (145) did not achieve the "Good Standing" status, they seem to have achieved "Success-proned Attitudes." In fact, the latter group of students' perceptions of the career guidance course and of themselves were no different from those perceptions of the students who achieved academic success (Good Standing status). In this sense, both groups of students, those who achieved the "Good Standing" status and those who did not, received interpersonal (personal-social) benefits from the course, which may help them to relate more effectively with others regardless of their future goals.

With the above in mind, it is presently proposed that the above career guidance course (CED 200) be offered to all upperclassmen at Southern University.

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